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| Title: Compositional Critique | | | Instructor: J. Parker, S. Penuel | | |
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| C-MAPP unit: Responding | | | Process: | | |
| Level of Learner: | Profienct/Advanced | Length of Unit/Lesson: | 2 classes | Setting designed for: |  |
| Essential Standards | | | | | |
| P.R.1  Use a variety of thinking skills  to analyze and evaluate dance. | | | P.R.1.1   * Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning.   P.R.1.2   * Compare the choreographer’s intent and the audience members’ interpretation of meaning. | | |
| A.R.1  Use a variety of thinking skills  to analyze and evaluate dance. | | | A.R.1.1   * Critique dances in terms of multiple aesthetic and cultural   A.R.1.2   * Analyze how the major movement ideas, elements, and structures of dances are developed to create meaning. | | |
| **Prior Knowledge/technology needed for students to begin:**  Elements of Dance  Choreographic Elements  Experience in describing dance  Experience in analyzing dance  Experience in evaluating dance | | | | | |
| Dance/Academic Vocabulary:  Description-   * determines style. * recognize whether the dance is ballet, modern, jazz, tap, ethnic. * communicate how the dance looked and sounded. * Dance Elements: Be aware of space, levels, shapes, rhythm, time, dynamics, relationships of the dancers etc * Look for choreographic structures among the movement, such as: repetition and variation of the movement theme, organization into clear sections * How does the dance relate to the audience? Is the energy projected out or draws the spectator in? * What are the costumes, lighting, accompaniment, and stage space   **Analysis:**   * choreographer's intent, what was the piece about? * what images/movements/staging choices support/prove your analysis of the intent   **Evaluation: (Reaction/Response)**   * How well do you think the choreographer conveys/fulfilled his/her intent. * Outstanding individual performance can be discussed as well as the enhancement or diminishment of the dancing, the lighting, the costumes, and the accompaniment/music to the dance itself. * Be aware of your own biases and be specific in statements supporting your likes and dislikes. | | | | | |
| Lesson: *(simple steps)*   1. Review Composition Critique Graphic Organizer and questions 2. View *This is not an Exit* by Method Dance Company (possibly several times) 3. Students complete critique graphic organizer and questions 4. Students can use a computer, laptop, or ipad to view this piece individually 5. Discussion once critique is complete (have students write notes about information they did not include in their answers on a separate sheet of paper….this will allow students to recognize what area in their critique they are lacking) | | | | | |
| How can this Unit/Lesson be adjusted for lower level learners?  Student can focus on one of the three areas to comment on or this process can be done in the form of a class discussion  Higher level learners?  Deeper focus on using dance vocabulary in written response (such as theme and variation, retrograde, etc) | | | | | |
| Assessment:   * Composition Critique Graphic Organizer and questions written response * Discussion * Self Assessment-Determining weaknesses in written responses | | | | | |
| Suggestions on variations of the lesson:  Use a variety of pieces, with varying level of difficulty to dissect  Focusing on one aspect of the 3 that are looked for in this lesson | | | | | |
| Additional resources for this unit/lesson uploaded to C-MAPP:  [Composition](file:///\\H0436SFS01\Home$\Staff\spenuel\My%20Documents\Downloads\Dance%20Lesson%20Plans\Dance%202\Choreography\Chance%20Assignment.docx) Critique (Live concert critique) | | | | | |